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ABSTRACT

As a follow-up to a 1970 study, interviews were conducted in 1971 in four ghetto communities (Bedford Stuyvesant, East Harlem, Chicago, and Washington, D.C.) to determine the extent to which Sesame Street was reaching preschool age children as compared to the previous year. The program's success was demonstrated by continued growth in audience, high frequency of viewing, and recognition of the program's contribution by ghetto mothers. While availability of the program on commercial television made penetration easier, Sesame Street was a powerful enough attraction to draw a large audience using only UHF and educational outlets. Early morning weekday hours attracted the most preschool viewers, but afternoons and weekends attracted school-aged children as well. (Author/PF)

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A REPORT OF THREE STUDIES ON THE ROLE AND PENETRATION OF SESAME STREET IN GHETTO COMMUNITIES (BEDFORD STUYVESANT, EAST HARLEM, CHICAGO AND WASHINGTON, D.C.)

Conducted for:

Children's Television Workshop

June 1971

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DANIEL YANKELOVICH INCORPORATED

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Section I: Introduction

This is a report on the 1971 study conducted for Children's Television Workshop on the performance of the program Sesame Street in ghetto areas.

The prime objectives of this new study are twofold:

1. Determine the extent to which Sesame Street is succeeding in reaching underpriviledged pre-school aged children living in ghetto areas.

2. Ascertain how the program's current performance and achievements compare with the previous year using the Yankelovich 1970 readings for Sesame Street as the benchmark.

Other purposes of the study include:

... Evaluating the net effect of what happened in the ghetto areas in New York City when showings of Sesame Street were limited to educational television and UHF in contrast to last year when the program was also available on WPIX (Channel 11), on regular television.

... Examine the program's comparative performance in reaching different ethnic ghetto audiences -- i.e., Blacks in Bedford Stuyvesant compared to essentially Spanish speaking households in East Harlem, New York.

. ... Evaluate the program's reach on weekends compared to weekdays.

Overall, however, the main thrust of this new study is to see to what extent Sesame Street has become an accepted institution on television rather than a new innovation, and continues to reach and hold the interests of small children living in depressed areas, and lives up to its goal of helping to better prepare them for the school experience.

Section II: Research Design and Methodology

The Research Design

This study covers the same four major ghetto areas covered in the 1970 study -- Bedford Stuyvesant and East Harlem, New York City; inner city, Washington; and the black slums of Chicago.

As in the previous 1970 studies, the same sampling instructions, field interviewing procedures and validation techniques were used to guarantee completely reliable and projectible results.

Thus, through the use of parallel questions and sampling techniques, we are able to draw valid comparisons with our previous studies. As well as containing a myriad of questions about the child's viewing habits, the questionnaire contains inquiries designed to glean verbatim opinions of Sesame Street from both child and mother.

Qualifications of Respondents

To qualify for the interview, a respondent had to either have children between the ages of 2 and 5 who were neither in day care nor nursery schools during the day, or to care for other children of the same age on a regular (five day a week) basis. All interviewing was done during the day to insure that the

mother or babysitters were at home during these hours and could speak from first-hand knowledge.

The second qualification was that there had to be at least one television set in working order in the household.

The Sample Procedure

The samples were designed to insure maximum representation of each area, and to minimize any bias due to either the clustering of the interviews or possible interest generated by the appearance of the interviewers in the area. For example, a total of 40 sampling points were used in Bedford Stuyvesant, 10 in East Harlem, 35 in Chicago, and 35 in Washington, D.C. In each sampling point, each interviewer was given a starting point, and a route to follow. When it was necessary for an interviewer to return to the sample point for a second day to complete her assignment, she was given a second starting point and routing. Listing sheets were kept to account for those not at home, those ineligible to be interviewed, and refusals.

The final sample included 1222 interviews from four typical ghetto communities -- three Black and one of predominately Spanish background.

Field Interviewing

All interviewing was conducted by Black or Spanish speaking interviewers living within or adjacent to the area in which they were interviewing. No one was assigned more than two sampling points. Despite nearly all of the interviewers having had previous interviewing experience, each was specifically trained for this particular project.

Validation

Close to 100 percent validation was made of all completed interviews. Respondents were asked whether or not they'd been interviewed, and the subject of the interview. Also, questions were asked about Sesame Street viewing and demographic characteristics of the household. Each completed interview was also read and carefully checked by the project directors as an additional validity check.

The Report

For the convenience of the reader, the study is organized in the following way. Overall findings and conclusions for the four areas are covered in the overview (Section III) followed by summary tables showing comparative data for this year and

1970 for each of the four sampled areas on penetration and frequency of viewing, our two major trend measurements.

In Sections IV through VII, more detailed findings are reported for each of the four areas.

The final two sections (VIII and IX) cover tabular summaries and verbatim quotes of the mothers' and childrens' responses to the question, "What do you particularly like about Sesame Street?"

Section III: The Overview and Summary Tables

The percentage of viewers in Washington D.C. has surged from 32 to 59 percent of pre-school children despite Sesame Street continuing to be available only on UHF. This impressive showing appears to be due to two major factors, (1) the popularity of the program and (2) the increase in the number of television sets with UHF in Washington.

2. Frequency of Viewing

Viewing frequency among Sesame Street watchers has either held steady or advanced in East Harlem, Washington D.C. and Chicago. It has, however, shown some decline in Bedford Stuyvesant, again; as a result of the absence of the program on regular TV.

In all four ghetto communities it is apparent that most of those who watch Sesame Street at all watch it with some regularity -- at least 2 or 3 times a week. In addition, the fact that in nearly every community surveyed, a very substantial portion of viewers have watched Sesame Street for a year or more is further demonstration of the regular support the program enjoys among those it reaches. Of course, Washington is a happy exception to this rule due to the tremendous increase in penetration of the program there within the last year.

In every area except Washington D.C., a substnatial majority of viewers watch over the weekend as well as during the week. In Washington, indications are that Sunday viewing tends to detract from Saturday viewing without making a substantial contribution of its own.

3. Audience Response

Mothers of pre-school children who watch Sesame Street indicate understanding of the unique role the program plays and appreciation of the job it is doing. Educational aspects of the program receive the vast majority of attention. Learning to count and learning the alphabet received numerous mentions in all areas. Many mothers also expressed approval of the way Sesame Street makes learning fun. East Harlem mothers also expressed appreciation of the role the program plays in improving their childrens' English.

The children also continue to love the characters, particularly Big Bird, and to explain how much they like the counting, learning the alphabet, and singing on Sesame Street.

Conclusions and Observations

Overall the results of the current study add up to the following scorecard and assessment of Sesame Street:

1. Sesame Street is no short term wonder, but has the poetntial of being a lasting contribution to the television medium -- and to the underprivileged pre-school children in ghetto communities.

2. The measure of its success is:
   a. Continued growth in audience
   b. Frequency of viewing
   c. The recognition of the program's contribution by ghetto mothers, in terms of making education available and exciting to their children.

3. While the presence of the program on regular TV (such as Channel 11) makes penetration and audience size and reach easier, Sesame Street is a powerful enough attraction to make it on its own, relying only on educational and UHF TV outlets, if necessary. Obviously, there are advantages to having the program on regular television, including faster momentum in obtaining new and first time viewers. Building audience size and frequency of viewing is most difficult when the program is only available on UHF.

4. Early morning weekday hours is "prime" time for Sesame Street viewing, but afternoons and weekends add an additional plus to the program by attracting school-aged children as well. It is apparent that six, seven, and eight year olds living in the ghetto communities are finding important reasons for wanting to watch the program. Indeed, the response of the school-aged children to Sesame Street suggests the need for and potential response to the new Children's Workshop program directed at this particular audience.

Using Bedford Stuyvesant and East Harlem as the basis of comparison, the results strongly confirm earlier findings that Sesame Street is equally important to both communities. There is, as in the previous year, the suggestion that the program in at least ten percent of the Spanish speaking homes is being used by the mothers as well as the children as a way of becoming more familiar and conversant with the English language.

5. Other significant indications of the continued important role that Sesame Street plays not only in the life of the pre-school aged children, but the family unit, include:

... the extent to which older children view Sesame Street when it is available during after-school hours.

... the determined effort of the smaller children to tune the program in by themselves. In some instances, particularly UHF, this is no small achievement.

... the considerable viewing of the program on Saturdays, normally a day when there is a good deal of competition for the time and attention of even small children. The one exception, in this case, would be Washington, where, however, combined viewing on Saturdays and Sundays suggests that one out of two of the program's regular daily viewers are sitting in on the Sesame Street screening on weekends as well as weekdays.

	Bedford Stuyvesant				Chicago			
	1971		1970		1971		1970	
	Unaided %	Aided %	Unaided %	Aided %	Unaided %	Aided %	Unaided %	Aided %
Yes	76	77	90	91	96	95	87	88
No	16	16	8	8	3	2	7	8
Not sure	8	7	2	1	1	3	6	4

Where

	Bedford Stuyvesant		Chicago	
	1971 %	1970 %	971 %	1970 %
Watch Sesame Street	77	90	95	88
Today or yesterday	46	72	54	57
3 - 6 days ago	11	12	10	19
1 - 2 weeks ago	6	5	3	5
More than 2 weeks ago	6	-	9	3
Not sure	8	1	9	4

F

	Bedford Stuy	Chicago
	1971 %	1971 %
Watched Sesame Street Within the Last 2 Weeks	64	77
1 hour or less every Saturday	7	20
More than 1 hour and less than 3 hours every Saturday	17	18
3 hours or more every Saturday	10	14
Every other Saturday	4	3
About one Saturday a month	2	2
Irregularly	9	6
Never on Saturday	10	7
Not sure	5	7

[1]Question not asked in 1970 study

Length of	Bedford Stuy	Chicago
	1971 %	1971 %
Watched Sesame Street within Last 2 Weeks	64	77
Less than 3 months	2	2
3 - 6 months	9	11
7 - 11 months	9	20
1 - 2 years	25	27
2 years and over	17	10
Not sure	2	7

Detailed Findings

Penetration

Section IV: Bedford Stuyvesant

A total of 77 percent of the mothers and baby sitters indicated that the children 2 to 5 who are at home during the day watch the program Sesame Street.

To obtain this information, two questions were asked:

1. Do (children's names) ever watch a daytime program on television called Sesame Street?

2. Let's make sure we're talking about the same program. Here's a picture with some of the characters they show on Sesame Street. Now do you recall whether the children (2 to 5) ever watch this program?

While the viewing percentage for pre-school children has declined from the high 90 percent figure indicated in our study of January, 1970, the present penetration figure is still an impressive one. Certainly the fact that the decrease has been limited to 14% ? 15.5% despite the program no longer being on WPIX (Channel 11) indicates the degree of loyalty Sesame Street viewers have toward the program. In the 1970 study, 69 percent of the viewers indicated they watched the program on WPIX. Apparently the vast majority of Sesame Street viewers, or their mothers, value the program

enough to look for it on different channels and adjust themselves to different viewing hours.

Viewing of Sesame Street

	1971		1970	
	Unaided %	Aided %	Unaided %	Aided %
Yes	76	77	90	91
No	16	16	8	8
Not sure	8	7	2	1

Frequency of Viewing

To determine how regularly Sesame Street is watched, we asked three questions. First we inquired when the child(ren) last watched the program.

When Sesame Street Was Last Watched

	1971 %	1970 %
Watch Sesame Street	77	90
Today or yesterday	46	72
3 - 6 days ago	11	12
1 - 2 weeks ago	6	5
More than 2 weeks ago	6	-
Not sure	8	1

In about half of the households, the child had watched Sesame Street either on the day of the interview or on the preceeding day.

Next we asked how often the program was watched during an average week, from Monday through Friday. The results are summarized in the following table.

How Often is Sesame Street Watched in an Average Week, From Monday Through Friday[1]

	1971 %	1970 %
Watched Sesame Street within the last 2 weeks	64	90
More than once a day	8	32
Once a day	23	36
4 - 5 times a week	14	5
2 - 3 times a week	14	6
Irregularly	4	6
Never on weekdays[2]	*	-
Not sure	*	5

*Less than 0.5%
[1]1970 Survey did not specify "Monday through Friday"
[2]Not ascertained in 1970 study

Unquestionably daily viewing has shown a marked decline. Even when the decline in the percentage of actual viewers is taken into consideration, it is apparent that the decrease in frequency of weekday viewing is not just a result of the difference in penetration, but indeed exceeds the penetration decline. For example, the 68 percent of the sample that were daily viewers in the 1970 study represented 76 percent of the total viewers at that time whereas the 31 percent of the current sample that view daily represent only about 50 percent of the total 1971 viewers.

Our third question on viewing frequency was directed at establishing how regularly and for how many hours Sesame Street was watched on Saturdays.

HOW OFTEN IS SESAME STREET WATCHED ON SATURDAY[1]

	Total %	
Watched Sesame Street within last 2 weeks	64	
1 hour or less every Saturday	7	
More than 1 hour and less than 3 hours every Saturday	17	34%
3 hours or more every Saturday	10	
Every other Saturday	4	
About one Saturday a month	2	
Irregularly	9	
Never on Saturday	10	
Not sure	5	

[1]Question not asked in 1970 study

Analysis of the previous three tables demonstrates that viewing frequency has declined somewhat, particularly the percentage who watch more than once daily. A somewhat larger portion of viewers

now indicate that, while they watch the program on a regular basis, they do not necessarily watch it every single day. Since this decline in frequency did not occur in any other community surveyed, it appears to be a result of the absence of the program on Channel 11. The presence of Sesame Street on a commercial channel seems to have more influence on daily viewing than on actual penetration. However, most of those who watch Sesame Street at all, watch it quite regularly -- at least 2 or 3 times per week.

Furthermore, a majority of viewers indicate that they watch some or all of the program every Saturday.

WNET (Channel 13) has replaced Channel 11 as the leading station in the area.

CHANNELS ON WHICH CHILDREN WATCH SESAME STREET[1]

(Base: Watch Sesame Street, 77%)

	1971 %	1970 %
WNET (Channel 13)	[90]	38
UHF (Channel 31)	4	3
WNYE (Channel 25)[2]	8	-
WPIX (Channel 11)[3]	X	[69]

[1]Adds to over 100% as some children watch more than one channel
[2]Was not on this channel in 1970
[3]Is not on this channel in 1971

Response to a question regarding the length of time the children had been Sesame Street viewe s yielded encouraging results:

LENGTH OF TIME CHILDREN HAVE WATCHED SESAME STREET

	Total %
Watched Sesame Street within last 2 weeks	64
Less than 3 months	2
3 - 6 months	9
7 - 11 months	9
1 - 2 years	25
2 years or over	17
Not sure	2

Two out of every three viewers have watched the program for a year or more. This further demonstrates the loyalty of Sesame Street viewers despite channel and timing changes.

At the same time, a substantial number of new viewers have been attracted in recent months indicating that Sesame Street has become popular enough to make further penetration even without the presence of the program on regular TV.

The most successful way of spreading the word about the Sesame Street television program continues to be via television itself.

HOW FIRST HEARD OF SESAME STREET

	Total %
Watched less tha 1 year	20
Television ad/ammouncement	7
Recommended by friend	4
Older child told about it	2
Recommended by teacher	2
Read about it	1
Child heard about it	1
Saw literature	1
Other	-
Not sure	2

One of every three viewers attracted to the program during the past year heard of it via TV ads or announcements. Other principal sources of information are recommendations of friends, older children or teachers.

Penetration Among Older Children

Fifty percent of the respondents indicated that there were also children between 6 and 12 years of age in the household. Four out of 5 of these older children watch Sesame Street sometimes.

VIEWING OF SESAME STREET AFTER SCHOOL BY CHILDREN 6-12

(Base: Children 6-12 in the Household, 50%)

	Total %
Watch	81
Don't watch	13
Not sure	6

To establish more clearly the impact of Sesame Street among older children, we asked how often the 6-12 year old viewers watch the program. The following table contains the results.

FREQUENCY OF VIEWING BY OLDER CHILDREN

	Total %
Older Children (6-12) in Household	50
Ever Watch Sesame Street	40
Watch daily	13
Watch 3-4 times a week	11
Watch 1-2 times a week	7
Watch less than once a week	9

A clear majority of 6-12 year old viewers watch the program regularly, at least 3 times a week.

This popularity of Sesame Street among school aged children would appear to be an important contributing factor to its success with their younger siblings, though a comparatively small number of respondents mention older children in the household as the original source of information about the program.

To determine the most favorable time slot for a program like Sesame Street, we designed two questions. First we asked what times the program was watched. Second we asked those who watch more than one time slot which they watched most often.

WHEN WATCHED ON WEEKDAYS[1]

(Base: Watch on Weekdays, 64%)

	Total %
9:00 a.m.	53
10:00 a.m.	13
4:00 p.m.	50
6:30 p.m.	9
Not sure	4

[1]May add to more than 100% as children may watch more than once daily.

WHEN WATCHED MOST ON WEEKDAYS

(Base: Watch on Weekdays, 64%)

	Total %
9:00 a.m.	43
10:00 a.m.	10
4:00 p.m.	36
6:30 p.m.	5
Not sure	6

As might be expected, the weekday hours when the show is most often watched are 9:00 a.m. and 4:00 p.m. when it is on Chennel 13. The morning show outdraws the afternoon one by a slim margin. However, indications are that the 4:00 p.m. show is of particular value in terms of reaching older children after school.

We asked two similar questions to establish Saturday viewing habits.

WHEN WATCHED ON SATURDAYS[1]

(Base: Watch on Saturdays, 55%)

	Total %
8:00 - 9:00 a.m.	25
9:00 - 10:00 a.m.	57
10:00 - 11:00 a.m.	36
11:00 a.m. - 12:00 noon	23
12:00 noon - 1:00 p.m.	13
Not sure	21

[1]May add to more than 100% as many children watch for more than one hour.

WHEN WATCHED MOST ON SATURDAYS

(Base: Watch on Saturdays, 55%)

	Total %
8:00 - 9:00 a.m.	11
9:00 - 10:00 a.m.	38
10:00 - 11:00 a.m.	13
11:00 a.m. - 12:00 noon	2
12:00 noon - 1:00 p.m.	2
Not sure	34

Saturday viewers indicate that they watch Sesame Street between 9:00 and 10:00 a.m. more than during any other hour. However, more than 1 out of every 3 viewers regularly tune in at either 8:00 or 9:00 a.m. and continue watching for most of the morning.

A substantial portion of Saturday viewers regularly tune in at 8:00 or 9:00 a.m. and continue watching Sesame Street for most of the morning. However, when asked if they could indicate any particular hour on Saturday morning when they watched the program most often, 38% of Saturday viewers indicated the hour between 9:00 and 10:00 a.m. That hour was mentioned more than twice as often as any other. After 10:00 a.m. the size of the audience begins to decline steadily and at noon drops to a relatively insignificant figure.

Conclusions

Sesame Street has shown some decline in penetration and viewing frequency since the 1970 study -- not surprisingly in view of the program's absence from WPIX (Channel 11). However, indications are that Sesame Street has proven itself able to hold its audience and attract substantial numbers of new members though only available on educational and UHF channels.

Section V: East Harlem

Penetration

Mothers and babysitters of 2 to 5 year olds who are at home during the day indicated that nearly 9 out of every 10 (86%) watch Sesame Street. This represents an increase of 8% in penetration since 1970 and is particularly impressive in that it directly contradicts the effect that cancellation of the program on Channel 11 had in the Bedford Stuyvesant area. In the 1970 study, 73% indicated they watched the program on Channel 11. The fact that Sesame Street has been able to weather the loss of this channel and simultaneously show an increase in the percentage of viewers is nothing less than remarkable.

To determine penetration, the parents were first asked if the children ever watched a program called Sesame Street. Then, to make sure they were thinking of the proper program, they werw shown a picture of some Sesame Street characters and asked if they recalled the children watching the program on which these characters appeared.

VIEWING OF SESAME STREET

	1971		1970	
	Aided %	Unaided %	Aided %	Unaided %
Yes	96	86	77	78
No	3	4	21	18
Not sure	1	10	2	4

Frequency of Viewing

Among Sesame Street viewers, 3 out of 4 had watched the program on either the same day of the interview or on the preceeding day.

WHEN SESAME STREET WAS LAST WATCHED

	1971 %	1970 %
Watch Sesame Street	86	78
Today or yesterday	66	74
3-6 days ago	15	-
1-2 weeks ago	3	1
More than 2 weeks ago	-	-
Not sure	2	3

In order to establish the viewing habits more precisely, we also asked how often the program is watched during an average week. The results are shown on the following table.

HOW OFTEN IS SESAME STREET WATCHED IN AN AVERAGE WEEK FROM MONDAY THROUGH FRIDAY[1]

	1971 %	1970 %
Watched Sesame Street within the last 2 weeks	84	78
Once a day or more	71	70
4-5 times a week	10	13
2-3 times a week	18	8
Irregularly	1	-
Not sure	-	9

Virtually everyone who watched the program at all qualified as a regular viewer by watching Sesame Street 2 or 3 times a week or more.

The effect of the Channel 11 cancellation can be better evaluated in terms of frequency than in terms of penetration. Clearly frequency, while impressive, has failed to keep pace with penetration increases. It would appear obvious that children are much less likely to watch the program more than once a day on the same channel.

[1] 1970 study did not specify "Monday through Friday"

A similar question was also asked about Saturday viewing habits.

HOW OFTEN IS SESAME STREET WATCHED ON SATURDAY[1]

	Total %	
Watched Sesame Street within last 2 weeks	84	
1 hour or less every Saturday	18	58
More than 1 hour and less than 3 hours every Saturday	28	
3 hours or more every Saturday	12	
Every other Saturday	1	
About one Saturday a month	-	
Irregularly	7	
Never	12	
Not sure	6	

[1]Question not asked in 1970 study

The extent of Saturday viewing in East Harlem is particularly impressive. Children in the majority of households surveyed watch Sesame Street every Saturday in addition to their weekday viewing.

Channel Preference

Since the removal of the program from WPIX (Channel 11) nearly all of the East Harlem audience watch it on WNET (Channel 13). Although 6 of every 10 households interviewed had a set with UHF, channels 25 and 31 continue their failure to attract an appreciable audience.

CHANNELS ON WHICH CHILDREN WATCH SESAME STREET[1]

(Base: Children 2-5 Who Watch Sesame Street, 86%)

	1971 %	1970 %
WNET (Channel 13)	98	54
WNYE (Channel 25)[2]	2	
WNYC (Channel 31)	-	1
WPIX (Channel 11)[3]		73

[1]Adds to over 100% as some children watched more than one channel.
[2]Was not on this channel in 1970.
[3]Is not on this channel in 1971.

WHO TUNES IN SESAME STREET

(Base: Watched Within Last 2 Weeks, 84%)

	Total %
Adult	42
Child	54
Child asks	3
Depends on circumstances	1

The child is unquestionably the principal decision maker. In over half of the viewing homes the child personally tunes in the program. This would appear to at least contribute to the poor showing of UHF channels. However, since a substantial number of adults also tune in, this is not the entire explanation. Rather it is evident that just as most people will watch on commericial television if it is available, so most people will choose educational television over UHF, given equally convenient time slots.

Sesame Street appears able to attract new viewers in encouraging numbers while maintaining its popularity with its long-term followers.

LENGTH OF TIME CHILDREN HAVE WATCHED SESAME STREET

	Total %
Watched Sesame Street within last 2 weeks	84
Less than 3 months	1
3-6 months	14
7-11 months	9
1-2 years	41
2 years and over	19
Not sure	-

The programs enduring popularity is evidenced by the fact that 3 out of 4 regular viewers have watched it for a year or longer.

On the other hand, a substantial percentage have begun to watch Sesame Street in the past 6 months, indicating that its absence from regular television has not diminished the programs ability to attract new viewers.

Television itself is most often credited as the original source of information about Sesame Street.

HOW SESAME STREET WAS FIRST HEARD OF

	Total %
Have watched less than one year	24
Television ad/announcement	10
Older child told about it	7
Recommended by friend	4
Recommended by teacher	1
Read about it	1
Child heard about it	1

Nearly half of recent converts to Sesame Street heard of the program from a television commercial or announcement. About one in three heard about it from the older children in the household and one in six from friends.

It is apparent that Sesame Street has become such a household word in this community that it is its only best advertisement.

Penetration Among Older Children

Fifty five percent of households covered also contained children between 6 and 12 years of age. The following two tables illustrate how the impact of Sesame Street continues even after a child enters school.

VIEWING OF SESAME STREET BY CHILDREN 6-12

(Base: Children 6-12 in the Household, 55%)

	Total %
Watch	73
Don't watch	22
Not sure	5

Three of every 4 mothers with older children in the household told us their older children watch Sesame Street.

Children aged 6-12 years not only continue to watch Sesame Street, but do so on a regular basis, as illustrated by the following table.

FREQUENCY OF VIEWING BY OLDER CHILDREN

	Total %
Older Children in the Household	55
Ever Watch Sesame Street	39
Watch daily	5
Watch 3-4 times a week	17
Watch 1-2 times a week	13
Watch less than once a week	3
Not sure	1

The appeal of Sesame Street is widespread among 6-12 year old East Harlem children as well as among their younger brothers and sisters. Three of every 4 older children indicated they watch Sesame Street and of these, two thirds do so regularly -- at least 3 times a week.

To establish which of the existing weekday time slots is most popular, we asked two questions, (1) when does the child watch Sesame Street on weekdays and (if the child watches at more than one time) (2) when does he watch Sesame Street most often.

WHEN WATCHED ON WEEKDAYS[1]

(Base: Watch on Weekdays, 84%)

	Total %
9:00 a.m.	70
10:00 a.m.	6
4:00 p.m.	25
6:30 p.m.	1
Not sure	2

WHEN WATCHED MOST ON WEEKDAYS

(Base: Watched on Weekdays, 84%)

	Total %
9:00 a.m.	67
10:00 a.m.	5
4:00 p.m.	25
6:30 p.m.	1
Not sure	2

[1]May add to over 100% as children may watch more than once daily.

Though the 4:00 p.m. program makes a very respectable showing, the 9:00 a.m. program provides Sesame Street with 2 of every 3 of its weekday viewers.

Two similar questions were asked of Saturday viewers.

WHEN WATCHED ON SATURDAYS[1]

(Base: Watch on Saturdays, 72%)

	Total %
8:00 - 9:00 a.m.	27
9:00 - 10:00 a.m.	41
10:00 - 11:00 a.m.	33
11:00 a.m. - 12:00 noon	12
12:00 noon - 1:00 p.m.	13
Not sure	18

[1]May add to over 100% as many children watch more than one hour.

WHEN WATCHED MOST ON SATURDAYS

(Base: Watch on Saturdays, 72%)

	Total %
8:00 - 9:00 a.m.	15
9:00 - 10:00 a.m.	31
10:00 - 11:00 a.m.	27
11:00 a.m. - 12:00 noon	4
12:00 noon - 1:00 p.m.	2
Not sure	20

The heaviest Saturday viewing takes place between 9:00 and 10:00 a.m. However, the hours between 8:00 and 11:00 a.m. all draw substantial numbers of viewers, with a very marked decline occuring after 11:00 a.m.

Conclusions

1. In East Harlem particularly, Sesame Street has demonstrated its ability to continue making advances in popularity despite being available on educational and UHF television outlets only.

2. In addition its primary role of teaching educational basics to pre school ghetto children, it appears possible that Sesame Street may be fulfilling another useful function in East Harlem -- that of assisting the child in transition to the English language.

Section VI: Chicago

Penetration

Ninty five percent of the women interviewed indicated that the children 2 to 5 years of age who are at home during the day watch Sesame Street.

To obtain this information, respondents were first asked whether children ever watched a daytime program called Sesame Street and then shown a photograph of some of the principal characters of the program, to insure that they were talking about the right program.

The penetration figure represents a 7 percent increase since 1970. This degree of penetration is especially impressive in view of the fact that unlike New York, Chicago has never had Sesame Street available on commercial television. Relying on educational television alone, the program has achieved virtually total saturation with its target audience.

VIEWING OF SESAME STREET

	1971		1970	
	Unaided %	Aided %	Unaided %	Aided %
Yes	97	95	87	88
No	2	2	7	8
Not sure	1	3	6	4

Frequency of Viewing

To establish how regularly Sesame Street is watched, we ascertained the following:

... when the child(ren) last watched Sesame Street.

... how often the child watches the program in an average week, Monday through Friday.

... how often and for how long the child watches Sesame Street on Saturday.

WHEN SESAME STREET WAS LAST WATCHED

	1971 %	1970 %
Watched Sesame Street	95	88
Today or yesterday	64	57
3-6 days ago	10	19
1-2 weeks ago	3	5
More than 2 weeks ago	9	3
Not sure	9	4

Two out of three children between 2 and 5 years of age indicated they had watched Sesame Street on the day of, or the day previous to the interview.

HOW OFTEN IS SESAME STREET WATCHED IN AN AVERAGE WEEK FROM MONDAY THROUGH FRIDAY[2]

	1971 %	1970 %
Watched Sesame Street within the last 2 weeks	77	81
More than once a day	27	15
Once a day	35	35
4-5 times a week	8	10
2-3 times a week	5	9
Irregularly	1	5
Never on weekdays[1]	-	
Not sure	1	7

[1] Not ascertained in 1970 study
[2] 1970 survey did not specify "from Monday through Friday"

A clear majority of the target audience we covered watch the program on a daily basis. As illustrated by the following table the Saturday programing has a regular following of nearly equal size.

FREQUENCY OF VIEWING ON SATURDAYS[1]

	Total %	
Watched Sesame Street within last 2 weeks	77	
1 hour or less every Saturday	20	52
More than 1 hour and less than 3 hours every Saturday	18	
3 hours or more every Saturday	14	
Every other Saturday	3	
About one Saturday a month	2	
Irregularly	6	
Never on Saturday	7	
Not sure	7	

[1]Question not asked in 1970 study

Three of every 4 children watch Sesame Street regularly, at least 2 or 3 times per 5 day week. Also, slightly more than 50 percent of the children interviewed watch the program every Saturday.

It is encouraging to note that the percentage of regular viewers has increased in direct proportion to the increase in penetration. So what we have is an increase in the number of children the program is really reaching, not just more children tuning it in

occasionally out of curiosity.

As might be expected, given the attention span of a 2-5 year old, few children watch much more than three of the five hours of Saturday programing. Indeed, the fact that a substantial percentage (14%) watch three hours or more every Saturday is a distinct tribute to Sesame Street's ability to hold children's interest over long periods of time.

Though parents support Sesame Street enthusiastically, the children themselves are clearly the principal decision makers regarding the program.

WHO TUNES IN SESAME STREET

(Base: Watched in last 2 weeks, 77%)

	Total %
Adult	27
Child	55
Child asks adult	6
Depends	11
Not sure	1

An illustration of this is the fact that a substantial majority of children personally tune in the program.

To establish the ability of Sesame Street to acquire and keep viewers, we asked how long the viewers had watched the program.

LENGTH OF TIME CHILDREN HAVE WATCHED SESAME STREET

	Total %
Watched Sesame Street within last 2 weeks	77
Less than 3 months	2
3-6 months	11
7-11 months	20
1-2 years	27
2 years and over	10
Not sure	7

Sesame Street viewers show a healthy balance between those who have watched the program at least a year (37%) and converts within the past year (33%). This demonstrates the programs ability to hold its audience while generating new viewers.

Those mothers whose children had watched Sesame Street for less than a year were asked what had been the original source of information about the program.

HOW SESAME STREET WAS FIRST HEARD ABOUT

	Total %
Watched less than 1 year	33
Older child told about	11
Television ad/announcement	10
Child heard about it	6
Recommended by friend	2
Recommended by teacher	1
Read about it	1
Saw literature	1
Other	1
Not sure	-

Older children in the household and television ads or announcements are the means by which most new viewers are made aware of the existence of Sesame Street.

Penetration Among Older Children

Seventy nine percent of the respondents indicated there were also children between 6 and 12 years of age in the household.

VIEWING OF SESAME STREET AFTER SCHOOL BY CHILDREN 6-12

(Base: Children 6-12 also in the household, 79%)

	Total %
Watch	81
Don't watch	15
Not sure	4

Four out of five children between 6 and 12 years of age watched Sesame Street. Moreover, most of these children watch it several times a week, as illustrated by the following table.

FREQUENCY OF VIEWING BY OLDER CHILDREN

	Total %
Older children also in household	79
Ever watch Sesame Street	64
Watch every day	29
Watch 3-4 times a week	19
Watch 1-2 times a week	3
Watch less than once a week	10
Not sure	3

The early morning show is the favorite of the overwhelming majority of Chicago viewers.

WHEN WATCHED ON WEEKDAYS[1]

	Total %
	77
9:00 a.m.	29
3:30 p.m.	9
Not sure	

[1]May add to over 100% as children may watch twice per day.

WHEN WATCHED MOST ON WEEKDAYS

(Base: Watch on weekdays, 77%)

	Total %
	72
9:00 a.m.	19
3:30 p.m.	9
Not sure	

By a margin of almost 4 to 1, viewers prefer the 9:00 a.m. program.

The hours between 8:00 a.m. and 11:00 a.m. receive the vast majority of Saturday viewing.

WHEN WATCHED ON SATURDAYS[1]

(Base: Watched on Saturdays, 70%)

	Total %
7:00 - 8:00 a.m.	13
8:00 - 9:00 a.m.	24
9:00 - 10:00 a.m.	46
10:00 - 11:00 a.m.	17
11:00 a.m. - 12:00 noon	10
Not sure	21

[1]Adds to over 100% as many children watch more than one hour on Saturday.

WHEN WATCHED MOST ON SATURDAYS

(Base: Watched on Saturdays, 70%)

	Total %
7:00 - 8:00 a.m.	11
8:00 - 9:00 a.m.	14
9:00 - 10:00 a.m.	36
10:00 - 11:00 a.m.	10
11:00 a.m. - 12:00 noon	6
Not sure	23

As in the other communities studied, the hour from 9:00 to 10:00 a.m. is significantly more popular than any other time slot.

Conclusions

1. Though available only on educational television in Chicago, Sesame Street has achieved almost total saturation of its target audience. An impressive increase in both size of audience and frequency of viewing have resulted since the previous study.

2. The Chicago example illustrates that while the availability of Sesame Street on commercial television is a distinct asset in generating audience size and viewing frequency, its absence is not necessarily a deterrent to success.

Section VII: Washington, D.C.

Penetration

Since our 1970 study, Washington, D.C. has recorded a dramatic increase in the percentage of pre-school children it is reaching.

Fifty nine percent of the mothers interviewed answered "yes" when asked whether their 2-5 year old children ever watch a daytime television program called Sesame Street. This represents a 27 percent increase over the previous study. This performance is particularly remarkable in light of the program only being shown on UHF. This impressive showing appears to be attributable to two major factors, (1) the popularity of the program and (2) the increase in the number of television sets with UHF in Washington.

VIEWING OF SESAME STREET

	1971		1970	
	Unaided %	Aided %	Unaided %	Aided %
Yes	67	59	32	32
No	18	18	63	59
Not sure	15	23	5	9

Frequency of Viewing

To establish how frequently Sesame Street is watched, we asked the questions summarized in the following four tables.

WHEN SESAME STREET WAS LAST WATCHED

	1971 %	1970 %
Watch Sesame Street	59	32
Today or yesterday	25	23
3-6 days ago	13	3
1-2 weeks ago	8	1
More than 2 weeks ago	4	-
Not sure	9	5

The fact that less than one half of the increased number of viewers had watched Sesame Street within the past 2 days indicated that the increase in frequency of viewing may not have kept pace with the dramatic upsurge in penetration.

The results of the following table summarizing weekday viewing habits substantiated that indication.

HOW OFTEN IS SESAME STREET WATCHED IN AN AVERAGE WEEK FROM MONDAY THROUGH FRIDAY[1]

	1971 %	1970 %
Watched Sesame Street within last 2 weeks	46	32
More than once a day	6	4
Once a day	17	12
4-5 times a week	11	6
2-3 times a week	9	7
Irregularly	2	2
Never on weekdays[2]	*	
Not sure	1	1

[1] 1970 survey did not specify "from Monday through Friday"
[2] Not ascertained in 1970 study

The daily viewers constitute half of the recent viewers as was the case in the 1970 study. However, 13 percent haven't watched Sesame Street in over 2 weeks. While not at all discouraging, the frequency of viewing picture was not as impressive as might have been expected in view of the penetration upswing.

The extent of Saturday viewing of Sesame Street in the nation's capital is less widespread than in the other communities studied.

HOW OFTEN IS SESAME STREET WATCHED ON SATURDAY[1]

	Total %
Watched Sesame Street within the last 2 weeks	46
1 hour or less every Saturday	8
More than 1 hour and less than 3 hours every Saturday	8
3 hours or more every Saturday	5
Every other Saturday	4
About one saturday a month	1
Irregularly	3
Never on Saturday	13
Not sure	4

[1]Question not asked in 1970 survey

The availability of the program on Sunday appears to have diluted the Saturday viewing while thus far showing no ability to generate a substantial following of its own.

FREQUENCY OF SUNDAY VIEWING

	Total %
Watched Sesame Street within last 2 weeks	40
Every Sunday	5
Every other Sunday	3
About one Sunday a month	*
Irregularly	6
Never	26
Not sure	5

*Less than 0.5%

In light of the results shown in the previous four tables, the frequency picture in Washington, D.C. might best be described as mixed. While substantial increases took place in weekday viewing since the previous study, they failed to keep pace with penetration increases.

The degree of regular weekend viewing must be characterized as disappointing, perhaps due to the dilution of Saturday viewing because of the availability of Sesame Street on Sundays.

Here almost as many adults as children actually tune in Sesame Street.

WHO TUNES IN SESAME STREET

(Base: Watched in last 2 weeks, 44%)

	Total %
Adult	40
Child	47
Child asks	4
Depends	8
Not sure	1

This may be explained by the greater difficulty involved for a small child in tuning in a UHF station.

Even under these circumstances, however, it is apparent that in most cases, the child personally decides if and when he is going to watch the program.

The fact that such a large number of children personally accomplish the feat of tuning in to a UHF channel is an impressive demonstration of the interest in and enthusiasm for Sesame Street among the children themselves.

Washington, D.C. contains a large proportion of relatively new viewers than any other area studied. This is not due to any inability to "hold" viewers, but rather due to Sesame Streets dramatic increase in penetration.

LENGTH OF TIME CHILDREN HAVE WATCHED SESAME STREET

	Total %
Watched Sesame Street within last 2 weeks	46
Less than 3 months	4
3-6 months	11
7-11 months	10
1-2 years	12
2 years or over	6
Not sure	3

Along with its recent surge in growth, Sesame Street has shown the ability to maintain its popularity over several years -- as demonstrated by the substantial number of long-term followers of the program.

Mothers of recently attracted viewers to Sesame Street mentioned television and personal recommendations as principal sources of information about the program.

HOW SESAME STREET WAS FIRST HEARD ABOUT

	Total %
Watched Less than 1 Year	25
Television ad/ announcement	8
Recommended by friend	4
Saw literature	3
Child heard about it	3
Recommended by teacher	2
Older child told about it	1
Read about it	*
Other	1
Not sure	3

*Less than 0.5%

Sesame Street has by now achieved such widespread fame that it seems to need no introduction in many of the communities studied.

Penetration Among Older Children

Fifty six percent of the households contained children between the ages of 6 and 12. When asked whether these older children ever watched Sesame Street, four out of five answered in the affirmative.

VIEWING OF SESAME STREET AFTER SCHOOL BY CHILDREN 6-12

(Base: Children 6-12 also in the household, 56%)

	Total %
Watch	80
Don't watch	13
Not sure	7

Not only do older children watch Sesame Street, but most of them do so frequently enough to qualify as regular viewers, as illustrated by the table on the following page.

FREQUENCY OF VIEWING BY OLDER CHILDREN

	Total %
Older Children (6-12) also in Household	56
Ever Watch Sesame Street	44
Watch daily	13
Watch 3-4 times a week	17
Watch 1-2 times a week	5
Watch less than once a week	8
Not sure	1

The affinity of older children toward Sesame Street demonstrates conclusively the existence of a market for a program designed specifically for children in this age category.

Indications are that the increase in penetration in Washington might be partially explained by the increase in the number of households containing TV sets with UHF.

NUMBER OF UHF HOUSEHOLDS

	1971 %	1970 %
Set had UHF	93	80
Set did not have UHF	7	20

There are 13 percent more television sets with UHF in Washington today than there were at the time of the 1970 study. Nearly every household now has ultra high frequency.

As was the case in other areas studied, the early morning weekday program is most popular in the nations capital.

WHEN WATCHED ON WEEKDAYS[1]

(Base: Watched on weekdays, 45%)

	Total %
	56
9:00 a.m.	40
4:00 p.m.	20
Not sure	

[1]Adds to over 100% as some children watch twice daily.

WHEN WATCHED MOST ON WEEKDAYS

(Base: Watched on weekdays, 45%)

	Total %
	49
9:00 a.m.	29
4:00 p.m.	22
Not sure	

Though the 4:00 p.m. time slot draws a respectable number of viewers, the 9:00 a.m. show outdraws it.

In Washington, D.C. as elsewhere, the mid morning hours are the most popular Saturday viewing time.

WHEN WATCHED ON SATURDAY

(Base: Watch on Saturdays, 32%)

	Total %
8:00 - 9:00 a.m.	8
9:00 - 10:00 a.m.	11
10:00 - 11:00 a.m.	12
11:00 a.m. - 12:00 noon	8
12:00 noon - 1:00 p.m.	3
1:00 - 2:00 p.m.	3
Not sure	4

WHEN WATCHED MOST ON SATURDAY

(Base: Watch on Saturdays, 32%)

	Total %
8:00 - 9:00 a.m.	13
9:00 - 10:00 a.m.	13
10:00 - 11:00 a.m.	13
11:00 a.m. - 12:00 noon	6
12:00 noon - 1:00 p.m.	2
1:00 - 2:00 p.m.	53
Not sure	

Saturday viewing does not really get off the ground until about 9:00 a.m. and declines rapidly after 11:00 a.m.

Conclusions

1. Sesame Street, operating under a greater disadvantage in Washington, D.C. ghettos than in any other community analyzed, has made impressive strides since the 1970 study. Despite limitations of a single UHF channel with infrequent daily exposure, the program has achieved remarkable results in its efforts to build an audience.

2. However, the advantage of commercial and/or educational television availability is more apparent in the regularity of viewing than in the size of the total audience.

3. The increase in penetration is a result of two factors:
   ... the popularity of the program, and
   ... the increase in the number of television sets with UHF in Washington, D.C.

4. The presence of Sesame Street on Sunday appears to detract from the Saturday audience without building any significant audience of its own.

Section VIII: Reaction of Mothers and Children

Mothers living in underpriviledged communities recognize the usefulness of Sesame Street and express satisfaction with its performance.

While the entertainment aspects of the program are appreciated, its unique role in making knowledge available and desirable is unquestionably viewed by ghetto mothers as its principal contribution. Frequent mention is made of educational aspects such as learning to count, read and spell, learning the alphabet, and preparation for kindergarten. Sesame Streets method of teaching in such a way as to make the learning experience fun also draws widespread praise.

East Harlem mothers also express appreciation for the role Sesame Street plays in improving their children's English.

WHAT MOTHERS LIKE ABOUT SESAME STREET AS A PROGRAM FOR CHILDREN

	Bedford Stuyvesant %	East Harlem %	Chicago %	Washington, D.C. %
Watched Sesame Street within last 2 weeks	64	84	77	46
Educational Aspects				
Teaches them to count	27	33	12	10
Makes learning fun/ teaching method	20	18	14	4
Learn many things	16	34	29	18
Learning alphabet	15	22	9	9
Prepares them for kindergarten	8	5	5	2
Teaches them to read/spell	5	7	1	2
Learn shapes	3	2	-	*
Improves their English	2	10	1	-
Learn to draw	*	2	-	-
Entertainment Aspects				
Songs/music	6	5	5	3
Right kind of program for children	3	2	10	2
Puppets	3	-	2	2
Animals	2	1	-	*
Games	2	2	1	1
Big Bird	1	-	2	2
Helps Mother				
Keeps children occupied	4	12	8	2
Helps mother teach children tasks	1	-	1	1
Shows black and white living together	2	2	1	-
All other	2	-	1	10

*Less than 0.5%

The children themselves like the learning aspect of the program. Learning to count and learning the alphabet receive particularly frequent mention.

Of the various characters and features on the program, two (the "Big Bird" and the puppets) stand out as consistent favorites in all areas

WHAT THE CHILDREN LIKE ABOUT THE PROGRAM

(Based on remarks of the children 2-5)

	Bedford Stuyvesant %	East Harlem %	Chicago %	Washington, D.C. %
Learning Aspects				
Like learning to count/ the numbers	16	21	17	20
Like learning to read/spell	5	-	-	1
Like learning the letters/ABC's	4	8	6	19
Like the songs/ sing along	3	15	1	-
Other learning aspects	2	-	-	1
Specific Characters				
Big Bird	27	38	52	60
Oscar	5	8	11	27
Bob	3	-	-	5
Susan	3	3	5	3
Gordon	3	3	2	5
Wanda the witch	1	10	1	-
Jim Henson	1	3	-	2
The children	-	-	2	-
Mr. Hooper	-	-	1	-
Program Specifics				
Puppets	17	33	25	19
Games	7	8	5	12
Cartoons	6	-	1	3
Animals	3	-	-	1
Pictures	1	-	-	-
All other program specifics	1	-	-	-

Section IX: Verbatim Quotes

Bedford Stuyvesant -- Mothers' Comments on Sesame Street

"It's educational, it teaches the alphabet and numbers."

"Very educational, learns how to count and the alphabet."

"They teach the kids a lot of things, like the alphabet and how to spell and things."

"Teaches how to count, ABC's. The music is good, so are the animals."

"Teaches the child counting, the alphabet, and how to write."

"The counting, the different words the children learn."

"Teaches ABC's, numbers, songs."

"He learns to count, and the alphabet and how to use different words in sentences."

"It teaches the alphabet and numbers."

"It teaches them how to count and the ABC's and things like how to fix a peanut butter sandwich."

"It's educational, teaches how to count, the alphabet, and how to speak well."

"Johnny loves the monster and the songs. He sits glued to the set. It's good for him to learn and it gives me a chance to clean house too while he's out of mischief."

"They learned A, B, and C and 1, 2, and 3 and what is far and what is close and what's an airplane."

"It has ABC's -- he really learns it."

"He learns from objects."

"ABC's, songs and counting are good. I like the cooperation of the kids."

"It's important for him to learn -- to count and spell."

"I think it's very worthwhile. It teaches them the alphabet, the numbers and many words."

"Educational -- teaches how to count and explaing what circles and triangles are."

"How they learn the numbers and letters, it's educational."

"Teaches them numbers before kindergarten."

"I like the way they teach the numbers and the alphabet."

"He can count from 1-5 and do the ABC's a little."

"I think the kids learn faster than from a regular teacher -- puppets are great."

"The way they teach the children the alphabet and the numbers."

"Educational -- he counts with the TV and the ABC's are good. Big Bird is good."

"Teaches children that are not in school how to count and the ABC's."

"They don't teach down to the kids."

"They know how to make learning attractive and fun, not just a drag."

"Diane learned the numbers and letters."

"It gave my older boy a big head start when he started school."

"Very educational (ABC's)."

"How to speak English."

"Help to familiarize children with counting, letters."

"Teaches pronounciation in an enjoyable way."

"Learning about things not in house or what we don't talk about."

"Number games, participate very well."

"Very good for concentrating and keeping the children's attention."

"Sounds -- he learns how to pronounce."

"Learn to write and addition."

"Teaches him how to count, he knows ABC's."

"The alphabet, the puppets, the meaning of the letters like 'A' for apple."

"They learn through singing."

"Music, presentation of learning makes it fun for children."

"Interesting and fun ways for children to learn things they should know."

"The mixed racial background. Has black people children can identify with."

"Adults always pleasant and happy with youngsters. There are a variety of characters to keep them interested."

"Children are introduced to everyday situations with enthusiasm and originality."

"My child learns a lot of things I'd find it difficult to make interesting. I wouldn't know where to start."

"It keeps them busy and it's designed especially for them, yet with substance."

"Mixed racial background -- lots of minority children."

"A poverty background. Children from low income areas can identify with Sesame Street."

"The program teaches my child things she'll need to know for school and also everyday life."

"It holds their interest."

"The children enjoy the illustrations and seem to be learning a lot from the show."

"It's helping the child learn the alphabet through illustrations."

"Sesame Street has interesting things that make children learn fast."

"The puppets are funny and the kids are learning their arithmetic."

"Sesame Street is a very educational show which the kids really identify with."

"Seems educational and the child likes it."

"It occupies the children usefully in the morning while I straighten up the house."

Bedford Stuyvesant -- Childrens' Comments on Sesame Street

"I like the monsters"

"The bird"

"Animals"

"The big bird and the witch"

"I like everything."

"The big bird"

"Like the bird"

"I learned what a circle is."

"The one that's in the garbage pail"

"The number 9"

"Singing the numbers"

"I like to say the numbers to 10."

"I like Susan and Oscar in the garbage can."

"The bird"

"The animals"

"Big bird"

"Learned the whole alphabet"

"Cartoons"

"Can count up to 5"

"Counting up to 10"

"Cookie monster"

"My ABC's"

"Grover, Gordon, Susan and Oscar. I can count to 20 and I know the mop, pop, top family."

"Bernie and Ernie, Gordon and Bob. I learned about cooperation."

East Harlem -- Mothers' Comments on Sesame Street

"He has fun and he's learning his ABC's and counting and colors."

"They've learned to count and spell and think its fun. They love the puppets."

"Educational"

"It's good -- children learn from it."

"He can count from 1-5 and do letters from A to E."

"It keeps the children entertained and they learn from it."

"They learn how to count and do the alphabet.

"I like the ABC's, the words they pronounce and they learn to count."

"My boy will count and learn the ABC's at a younger age. He won't have to wait until kindergarten."

"It helps my boy to get educated. He can count and spell a little."

"He's entertained and learns his numbers and ABC's at the same time."

"It's like going to school and having fun too."

"The show keeps them busy and they learn good because their mothers work and can't teach them."

"It teaches numbers and counting constantly so they remember it and the songs help them learn."

"It helps my children learn English better and their ABC's because I don't talk English good enough."

"I like to watch it myself because it helps me learn more English and the children get more smart from watching it."

"I think Candy is much smarter than she would be if she didn't watch. She's not so shy because she sings with the show."

"It keeps them quiet. They learn things I can't tell them. It helps with the English."

"It's educational and fun at the same time."

"The program helps them learn counting and English."

"We speak Spanish and she learns English watching the Sesame Street program."

"They learn the ABC's and how to count and different shapes."

"It's good because it teaches English to Cynthia and it teaches her to count."

"It teaches English."

"They show how to do things -- everyday things."

"It teaches her counting and ABC's so she doesn't feel left out with the older children."

"It teaches then English."

"Educational value."

"The show makes Louis sit fascinated and he mimics everything they say and do."

"The children learn English."

"It educates the children while it amuses them."

"It teaches Vic more English than he'd get here. We speak Spanish mostly."

"Keeps Frank occupied."

"It teaches them about the different ways people live and their counting and spelling."

"It's like an educational free babysitter."

"Well, he's only 2 and he's learning to talk good and correct because he sings along with the show.

"It's good for learning English and getting smart."

"She can see small and large things and tell the difference. Learns counting and ABC's."

"It makes Norma learn to count and spell and she thinks she's just having fun."

"Helps them in reading and math."

East Harlem -- Childrens' Comments on Sesame Street

"Learned how to draw and write"

"Wanda"

"Big bird is so nice"

"The puppet and the bunny and the big bird"

"Learned to count from 1 to 10"

"I like to see the puppets fight but big bird is nice"

"I like the songs and Mr. Big Bird"

"It's so good -- the singing and big bird is nice"

"The puppets and the people are funny and I like to sing with them."

"I like to sing and dance and Sesame Street helps me."

"Big bird is so nice and my sister and I sing and dance to it together."

"I like big bird, he's good."

"Big bird and Wanda the witch and ABC's"

"I like the songs and the puppets, they're funny."

"Wanda the witch and the singing and the 1-2-3 and the way the puppets fight"

"I like Oscar and everybody learns me to count."

"Oscar's good and the singing, it's nice"

"I like the ABC's and the puppets."

"The big bird"

"It makes me smart and it's fun."

Chicago -- Mothers' Comments about Sesame Street

"It gives you a different way to teach pre-school."

"How it helps pre-school children learn. The different puppets and how they sing the numbers."

"It's educational for the children. They learn while they have fun."

"It teaches the children many things -- ABC's, how to play games."

"They are advanced and know how to count and do work when they go to pre-school."

"It's a good program for children. They learn their ABC's and how to count and even learn how to sing."

"It's fun as well as educational for them. It gives them a chance to see what other children are doing."

"It teaches them things the simple way you can learn and have fun at the same time."

"The way it teaches them what goes together and what doesn't belong."

"It's nice. It teaches them counting and their ABC's and the singing."

"It's very educational for children."

"They can learn as well as laugh when it's on."

"They'll sit still and look at it as long as it's on. They can count, say their ABC's and can say most of the days of the week."

"It helps him learn better. Whenever he watches, he'll watch the whole show and not move."

"It's a good program for children, it makes them sit down because the music is soothing. They sing songs with them."

"Seems like she is catching on much better."

"It gives them a chance to learn at home."

"the way they play games."

"Teaches them to count and say their ABC's."

"It makes the kids look forward to learning."

"The pictures they show, the birds that say alphabets, and when they are counting -- it's good for children to learn things."

"It teaches lots of different things."

"The children learn so much from watching it."

"Pre-schoolers have a chance to learn before entering school. The children learn a lot from the magazines also."

"I like the practical things it teaches the children."

"I like what it teaches the children."

"It keeps them still and teaches them and thereby helps me get more work done."

"It's wonderfully educational -- teaches kids how to read."

"It develops small childrens' minds and teaches them how to keep still."

"It's nice entertainment for children -- the bird and the puppets are cute."

"I like how it helps the children with the alphabet and numbers. I like the puppets too."

"My little girl learned the whole alphabet."

"It's very educational, and seems made to order to hold childrens attention. It is the only thing that can keep them still for any length of time."

"It teaches them ABC's, numbers and nice games to play. The cartoon series is good too."

"The children learn so much by watching it."

Chicago -- Childrens' Comments About Sesame Street

"I like when they count. The horse on Sesame Street."

"I like the chickens and horses and cartoons."

"The kids and the lady."

"I like the songs."

"The big bird, the puppet that plays and the way they put the blocks together."

"I like the big bird."

"I like the cookie monster when he eats up all the cookies."

"I learn my ABC's."

"I like the cookie monster."

"I like about the big bird and I like when they're singing 5 year old, 4 year old. I like the game don't belong to you."

"I like Grover."

"I like counting the trees."

"I like Oscar and the singing and the rhyme."

"The big bird."

"I like Ernie and the big bird and the singing."

"I like the big bird and the singing."

"Big bird and the songs."

"I like the big bird and the thing that don't belong."

"I like when the monster steals Ernie's cookies. I like the big bird."

"I like Ernie and I like the songs they sing."

"I like the big bird and the man and the singing."

"I like the numbers. I like when the monster eats up Ernie's cookies. I like the big bird."

"I like Gordon and Ernie and Bert. I like the music."

"I like everything."

"I like the misic and the people."

"I like the ABC's and the songs."

"I like the people and the animals."

"Big bird."

"Like to sing."

"Big bird, Susan and puppets."

"Like ABC's -- Sesame Street song."

Washington, D.C. -- Mothers' Comments About Sesame Street

"Combines educational value with good entertainment."

"Very educational and entertaining."

"Very educational."

"It's unique."

"Very educational -- it helps them learn a sense of direction."

"It teaches her numbers. She's learned to count."

"It teaches children their numbers, the alphabet, and how to write."

"It teaches children how to count."

"the characters are all nice."

"It helps when school starts."

"Very educational -- helps with school work."

"Teaches school work."

"How to read and do math."

"Helps them prepare for school work."

"The way the bird teaches the alphabet."

"It's very interesting."

"It occupies them usefully."

"The teaching of the alphabet."

"Teaches about numbers, colors and parts of the body."

"The children love it because of the big bird."

"I like the big bird."

"Use visual aids for teaching concepts -- therefore children enjoy learning."

"It taught my child to count. It introduces them to learning experiences as in school."

"The child likes to watch it all the time. It entertains him."

"It teaches them counting and ABC's."

"They learn how to count and say the alphabet."

"The songs and the puppets."

"It teaches them a great deal."

"It teaches them the alphabet and numbers."

"It's built on a lower level for the kids. Sometimes parents can't get to kids level."

"Counting and ABC's"

"Counting and songs -- the alphabet song really gets it across."

"Education children receive on numbers and ABC's."

"Counting, matching and ABC's."

"I like it because I get to work and they learn the ABC's and numbers."

"They learn little things like matching, songs, about the animals, etc."

"It teaches them numbers, how to count and songs."

"It teaches them how to count."

"The ABC's and the song 'How to Get to Sesame Street'."

"It's very educational."

"Teaches how to count, sing and learn ABC's."

"It introduces them to music, art and numbers."

"The matching and the music."

"It holds their attention. It's the only thing I know where they'll set and watch for a long period of time."

"Music, art, songs and ABC's."

"It teaches ABC's and numbers."

"It tries to teach them something and not just a lot of cartoons."

"The way they teach numbers and ABC's."

"It's educational"

"Music"

Washington, D.C. -- Childrens' Comments About Sesame Street

"I like everything."

"Especially big bird."

"It's A. okay."

"Big bird."

"Big bird and Oscar -- very much."

"Big bird."

"I like the big bird."

"I like the big bird."

"Big bird."

"Oscar"

"I like everybody on it."

"Learning to count."

"I like the numbers."

"I like to see the big bird."

"What goes with what."

"Learned numbers, addition and take away."

"I like the big bird and the actors and the muppets."

"ABC's and how to print."

"The way they say the numbers."

"Funny man and puppet and big bird."

"Big bird."

"Gordon and big bird."

"The counting."

"Big bird."

"Ernie and bird."

"Oscar."

"Big bird."

"The music is nice."

"The animals."

"Big bird and Oscar."

"Big bird."

"Counting numbers and saying ABC's."

"I have a coloring book and follow along with the program."

"Big bird and Mr. Hooper."

"Play games and fly kites."

"Learn to count."

"I like the singing."

"The songs, and the time."

"Oscar and big bird."

"Big bird and the ABC song."

"The muppets are fun."

"Oscar and big bird."

"It makes me smarter."

"I like the matching."

"Oscar, Bob and the muppets."

"ABC song and big bird."

"Big bird and Gordon and Oscar."

"Oscar and big bird."

"Big bird, Oscar, Theresa, Annette and how they play games."

"I like the animals, Bert, Oscar, the cookie monster."

"Big bird."

"Big bird, Oscar, cartoons."

"Oscar, Bob, Susan."

"The number 6."